

## ALLENDALE—FAIRFAX HIGH

3581 Allendale—Fairfax Hwy  
Fairfax, SC 29827

**GRADES** 9-12 High School

**ENROLLMENT** 498 Students

**PRINCIPAL** Alfonso Lamback

803-584-2311

**SUPERINTENDENT** Paula L. Harris

803-584-4603

**BOARD CHAIR** Artheen Hoover

803-584-3366

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

1

2

3

12

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	N/A
2004			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	56.7	37.1	39.0	50.7	45.8	44.1
Passed 2 subtests	21.7	24.2	26.8	22.3	23.5	25.1
Passed 1 subtest	15.0	18.9	19.5	14.4	17.3	15.7
Passed no subtests	6.7	19.7	13.8	12.6	13.3	14.7

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
<b>All Students</b>	53	83.0	70	4.3	101	51.5
<b>Gender</b>						
Male	21	81.0	33	0.0	47	51.1
Female	32	84.4	37	8.1	54	51.9
<b>Race or Ethnic Group</b>						
African American	46	80.4	68	2.9	97	51.5
Hispanic	N/A	N/A	0	N/A	0	N/A
White	6	100.0	2	I/S	3	I/S
Other	1	I/S	0	N/A	1	I/S
<b>Disability Status</b>						
Non-speech disabilities	1	I/S	2	I/S	4	I/S
Students without disabilities	52	82.7	68	4.4	97	52.6
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	27	81.5	70	4.3	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	53	83.0	70	4.3	100	52.0
<b>Lunch Status</b>						
Subsidized meals	42	83.3	54	0.0	68	76.5
Full-pay meals	11	81.8	16	18.8	33	0.0

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	4.3	2.7
Seniors who met the SAT requirement	21.4	3.7
Seniors who met the grade point average	21.4	33.1

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 498)				
Retention rate	7.5%	Down from 19.1%	7.5%	7.3%
Attendance rate	97.4%	Up from 94.7%	94.5%	95.5%
Eligible for gifted and talented	1.9%	Down from 5.4%	1.9%	5.1%
With disabilities other than speech	11.3%	Up from 8.8%	16.2%	12.2%
Older than usual for grade	15.1%	Down from 19.5%	17.6%	10.1%
Suspended or expelled	1.8%	Up from 0.0%	1.1%	2.3%
Enrolled in AP/IB programs	0.0%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	1.9%	Down from 3.3%	2.4%	2.7%
Career/technology students in co-curricular organizations	4.0%	Up from 0.0%	3.6%	3.2%
Enrollment in career/technology center courses	294	Up from 259	254	433
Students participating in worked-based experiences	13.7%	Down from 27.6%	20.8%	26.3%
Career/technology students mastering core competencies	71.9%	Up from 63.9%	68.3%	74.9%
Career/technology completers placed	94.4%	Up from 92.3%	97.3%	99.5%

Teachers (n= 48)				
Teachers with advanced degrees	29.2%	Down from 36.0%	46.3%	51.7%
Continuing contract teachers	60.4%	Down from 64.0%	78.4%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	71.5%	Up from 70.7%	78.9%	85.1%
Teacher attendance rate	93.9%	Down from 97.8%	95.2%	95.8%
Average teacher salary	\$36,085	Down 2.6%	\$40,036	\$40,303
Prof. development days/teacher	13.7 days	Up from 9.4 days	11.4 days	10.3 days

School				
Principal's years at school	2.5	Up from 1.0	2.0	3.0
Student-teacher ratio	17.2 to 1	Down from 18.1 to 1	20.4 to 1	26.2 to 1
Prime instructional time	88.4%	Down from 90.4%	87.4%	90.1%
Dollars spent per pupil*	\$8,762	Up 5.1%	\$8,101	\$6,279
Percent spent on teacher salaries*	53.1%	Down from 56.8%	56.5%	57.8%
Opportunities in the arts	Fair	Down from Good	Good	Excellent
Parents attending conferences	99.0%	No change	84.1%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Allendale-Fairfax High School's objective is to provide a quality education for all students in an environment that is conducive to learning. The school serves approximately 525 students with an attendance rate of 96.9% for students and 97.8% for teachers. We are affiliated with the the Southern Regional Educational Board and accredited by Southern Association of Colleges and Schools.

Improvements and accomplishments have resulted from assessment and analysis of data, MAP testing, assistance programs, staff development, and student involvement. The Debate team and the JROTC continue to receive outstanding recognition. Other leadership opportunities include the Junior Leadership Program through USC-Salkehatchie, the Student Government Association, and the National Honor Society.

Implementation of the School Improvement Plan has evidenced positive results from professional development, various reading strategies, and the analysis of existing data for planning. The area that presents the greatest challenge is community and parental support. We must review existing community resources and form partnerships with individuals and organizations.

A Leadership Team, organized and trained, will create improvements for the next year. The team will instruct, assess, develop a portfolio and focus on strategies to promote continued growth and improvement.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	42	139	0
<b>Percent satisfied with learning environment</b>	53.7%	63.8%	N/R
<b>Percent satisfied with social and physical environment</b>	70.7%	71.9%	N/R
<b>Percent satisfied with home-school relations</b>	20.0%	82.2%	N/R

**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.